



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Little World Day Nursery
Welsh Congregational Church
Milford Road
Newtown
Powys
SY16 2DZ**

Date of inspection: November 2016

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Publication date: 13/01/2017

Context

Little World Day Nursery is in Newtown in the Powys local authority. The nursery is registered for 20 children from three months to four years. There were 18 three-year-olds on the register during the inspection, 10 of whom receive early years funding from the local authority.

The facilities consist of a large room which is split into two smaller rooms to accommodate children of different ages. There is another room which is used for the three-year-olds for their morning Foundation Phase session. There is a secure outdoor area with an all-weather surface and a separate grassed section.

Most of the children who attend the nursery live in Newtown and the surrounding villages. Nearly all children have English as their home language. The setting identified that there are currently no children attending with additional learning needs. Three practitioners work regularly with the three and four-year-olds. All have appropriate early years qualifications and have suitable experience of working with young children. The lead practitioner for early education is currently on maternity leave, and the acting leader has been in post from the end of April 2016.

Summary

The setting's current performance	Good
The setting's prospects for improvement	Good

Current performance

The current performance of the setting is good because:

- Most children recall previous learning quickly
- Most children take part in conversations readily with each other and talk to visitors happily about their learning
- Most children demonstrate a good understanding of number
- Most children demonstrate very good thinking skills
- Nearly all children contribute interesting ideas confidently as part of the planning process and feel valued and listened to
- The setting offers a wide range of interesting first hand learning experiences that promote Foundation Phase learning successfully
- Practitioners use open-ended questions skilfully to move children's learning on and they intervene sensitively in children's play
- The setting provides a caring and nurturing environment and promotes children's wellbeing effectively
- Resources are easily accessible providing beneficial learning opportunities to promote children's independence

Prospects for improvement

The setting's prospects for improvement are good because:

- The owner and leader provide a clear vision for the setting, with a strong focus on creating happy, confident and independent learners, who feel valued and safe
- A shared approach to leadership ensures that all practitioners feel valued and have high expectations of themselves and others
- Practitioners are reflective and adopt flexible approaches to improve teaching and provision in order to bring about further improvements
- The setting has made good progress in addressing the recommendations from the previous inspection, in particular developing children's Welsh language skills
- The setting works closely with parents and keeps them well informed about what their child is learning about and how they can best support them
- A worthwhile range of community links enriches children's learning experiences and helps them to feel part of their community
- All practitioners have up-to-date information about recent developments in the Foundation Phase and access training regularly
- As a result of the good standards children achieve, the strong teaching, and high quality care, support and guidance, the setting provides good value for money

Recommendations

- R1 Plan regular opportunities to develop children's information and communication technology (ICT) skills
- R2 Develop the use of assessment to plan for individual children's next steps in learning more consistently
- R3 Ensure that leaders use formal observations of practitioners to maintain and improve outcomes for children
- R4 Evaluate all actions and initiatives in terms of their impact on children's outcomes

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children make good progress from their individual starting points in line with their stage of development. Most recall previous learning quickly and use it effectively to make further improvements, particularly in relation to their thinking and Welsh oracy skills.

Most children listen carefully to instructions and follow them appropriately. Most readily take part in conversations with each other and happily talk to visitors about their learning.

Most children look at books independently while waiting for snack. They turn the pages carefully and recognise their name in print when fetching their water cups. Most understand that text carries meaning and enjoy looking at the pictures. Many show increasing control when attempting to write their names at registration time. A few more able children recognise and write the sounds in their name accurately.

Most children demonstrate a good understanding of numbers when counting the number of pencils and pieces of fruit at snack time. Many identify shapes, such as rectangles and circles correctly, and understand the concept of heavy and light. Nearly all use money with a growing awareness that it carries a value when buying items in the role play shop.

Nearly all children understand and are beginning to use a broad range of words and phrases in Welsh, and most respond confidently to simple questions and instructions.

A few children are confident in using ICT equipment, such as computer tablets, to play a game independently. Around half can use a simple camera to take photographs and operate a programmable toy with support.

Most children demonstrate very good thinking skills, for example when making winter themed light tubes to use in the role play dark room.

Nearly all children demonstrate a good awareness of space and jump, stretch and balance well during music and movement sessions. Most use scissors with growing control and are able to add pinches of glitter and small sparkly shapes in a craft activity with increasing precision.

Wellbeing: Good

All children enter the setting happily and settle quickly into their routines. Most discuss readily what they are doing and express what they would like to choose next, accessing any resources independently. As a result, nearly all contribute interesting ideas confidently as part of the planning process and feel valued and listened to.

Most children behave well and follow the setting's routines willingly, demonstrating high levels of active engagement. Nearly all help to tidy up after snack time and at the end of activities. Nearly all children relate well to each other and to adults and demonstrate good social skills when chatting at snack time and when sharing resources. Most know to wash their hands before eating and after using the toilet and demonstrate an appropriate understanding of how to keep healthy by eating fruit, drinking water and doing regular exercise.

Most children demonstrate suitable levels of self-help skills when dressing themselves in coats for outdoor play.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The setting offers a wide range of interesting first hand learning experiences that promote Foundation Phase learning successfully. This motivates and engages children well.

Practitioners use the indoor and outdoor area purposefully to deliver valuable opportunities for children to develop their literacy and numeracy skills across the areas of learning. For example, mark making with large paint brushes and water in the outdoors and writing letters in the play dough. They place a strong emphasis on promoting children's oracy skills and, as a result, nearly all children are confident speakers. Practitioners make good use of opportunities to develop children's numeracy skills, for example matching and counting beanbags by throwing them into sorting trays. However, there are insufficient opportunities for children to develop their ICT skills systematically and regularly enough across the areas of learning.

The setting develops children's thinking skills well and encourages them to become independent and to experiment. Practitioners involve children in planning through the effective use of 'mind maps' and they encourage children skilfully to make decisions about their learning choices.

Practitioners plan and use Welsh regularly throughout the session and provide a wide range of opportunities for children to use Welsh words and sentences naturally as part of their routines, for example when colour matching plates and cups during snack time and singing Welsh songs during registration time. The setting promotes Welsh culture and heritage well through celebrating St David's Day, and children felt proud when observing a Welsh car rally as it passed through the town.

The setting provides valuable support in developing children's respect for and understanding of other cultures, through engaging them in dance and music activities and looking at artefacts from festivals such as Diwali, Chinese New Year and Eid.

Beneficial use is made of the locality to support children's understanding of the world around them through nature walks and visiting a local charity shop in order to buy winter items for their role-play area.

Teaching: Good

Practitioners have a thorough understanding of the requirements of the Foundation Phase and provide good quality practical experiences for children to learn through play. There are strong and supportive working relationships and practitioners understand the importance of providing a good balance between activities led by adults and those chosen by children. As a result, children are confident to follow their own interests.

Practitioners use open-ended questions skilfully to move children's learning on and intervene sensitively. Positive praise is used effectively to support children's perseverance, concentration and self-esteem. As a result, nearly all children demonstrate good behaviour and actively participate in activities.

Practitioners are good language models in English and Welsh. This improves children's oracy skills and extends their vocabulary successfully.

There are effective procedures for assessing and observing children and practitioners use these to inform future planning well. Practitioners are beginning to track children's individual progress to identify the next steps needed in order to move them forward. However, this is at an early stage of development. Practitioners provide parents with appropriate information about their child's progress through daily informal feedback. They share useful assessment information at twice-yearly meetings. Parents are appreciative of informative end of year reports and their child's book of memories, and are confident that they can approach practitioners at any time.

Care, support and guidance: Good

The setting provides a caring and nurturing environment and promotes children's wellbeing effectively. All practitioners treat each other and children with respect and encourage them to take responsibility for their learning and actions. Children happily take turn to be helper of the day, and enjoy serving others during snack time.

Regular activities such as tooth brushing and daily physical activities, such as music and movement sessions and the use of large-scale physical equipment, promote children's health and fitness effectively. Practitioners encourage children to maintain good hygiene routines, such as hand washing before eating.

A wide range of learning experiences promote children's spiritual, cultural, moral and social development well. Practitioners discuss feelings and the effect of actions on others. This promotes empathy and turn taking successfully. Practitioners develop children's sense of curiosity and awe and wonder, for example when creating volcanoes from water sponges in the outdoors and opening beanbags to see what is inside. There are regular opportunities for children to have quiet time and to stop and reflect. The provision for cultural development is comprehensive and practitioners' knowledge and creative expertise is used to good effect when children visit a local art gallery.

There are regular opportunities for children to recycle paper, food and garden waste and to plant and grow in the garden.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Learning environment: Good

The setting is inclusive and welcoming and all practitioners are approachable and caring. As a result, all children feel valued and respected. Areas of learning are clearly designated and resources are easily accessible to children and the setting is safe and secure. These provide beneficial learning opportunities and promote children's independence successfully. Resources are matched to children's needs and interests closely and the setting is safe and secure.

Practitioners promote children's understanding of equality and diversity effectively, for example through watching the Paralympic Games.

Displays celebrate children's work well and support their understanding of literacy and numeracy beneficially. Children are proud to show visitors that their work is on display and the learning environment is bright and colourful.

The setting uses its outdoor space effectively to enrich children's learning experiences. For example, children pick apples in order to make and eat apple crumble and they grow and plant flowers. The local environment is used well and children purchase logs from a local shop to create building materials for their construction area.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The owner and leader provide a clear vision for the setting. There is a strong focus on creating happy, confident and independent learners, who feel valued and safe. They communicate this successfully through regular meetings, newsletters, a noticeboard for parents and the setting's social media page.

A shared approach to leadership ensures that all practitioners feel valued and have high expectations of themselves and others. As a result, they are reflective and adopt flexible approaches to improving teaching and provision. This is highly beneficial in supporting the acting leader in her new managerial role. All practitioners work effectively as a team, utilising individual skills well. They demonstrate a sense of purpose and commitment to raising outcomes for children within a nurturing learning environment.

Staff appraisal procedures identify practitioners' training needs suitably and leaders respond to these well through supporting them in accessing a range of beneficial external and internal training opportunities. As a result, practitioners adapt planning to place a stronger focus on developing children's numeracy, thinking and Welsh language skills. This has helped to improve the standards that children achieve.

Regular staff meetings enable practitioners to share ideas and training experiences to develop good practice. However, the use of formal observations of teaching as a method to share this good practice is underdeveloped.

The setting embraces local and national educational initiatives and responds well to opportunities to develop and improve its provision accordingly. For example, practitioners use the outdoors to support children's literacy and numeracy skills very successfully.

Improving quality: Good

The owner, leader and practitioners are well aware of the setting's strengths, as well as areas for development. They make beneficial use of an appropriate range of evidence to identify what works well and to prioritise areas for improvement. Targets identified in the setting improvement plan link closely to the self-evaluation findings and focus on improving provision. Practitioners are beginning to evaluate how actions taken will impact on improving outcomes for children. However, this is at an early stage of development and as such is not always evaluative enough. The setting takes account of the views of parents and children appropriately to inform priorities for improvement.

All practitioners readily attend a range of training events and then feedback to others. This helps to improve their practice and provision within the setting as a whole. For example, following recent training, practitioners improved their use of questioning to support children's thinking skills. Practitioners are very receptive to new ideas and respond to support from the local authority advisory teacher positively.

The setting has made good progress in addressing the recommendations of the previous inspection, in particular developing children's Welsh language skills through improved provision and regular use by practitioners. These have a positive impact on children's standards and confidence and enthusiasm for using Welsh.

Partnership working: Good

The setting works closely with parents and keeps them well informed about what their child is learning about and how they can best support them at home. Parents have regular opportunities to discuss their child's progress and the new Foundation Phase Profile assessments. A noticeboard for parents and a social media page allows them to gain a valuable insight into the themes and activities the children are focusing on, and keeps them informed about any upcoming events.

Practitioners support the smooth transition for children moving onto school by taking them on visits prior to starting full time. This enables children to settle in quickly and happily.

Practitioners make very effective use of support from the local authority advisory teacher to access training and to develop learning opportunities for the children. Examples include the use of assessment to inform future planning and provision and to identify children's progress and next steps. However, this is at an early stage of

development. Practitioners are well aware of individual children's learning and social needs and are starting to adapt learning activities accordingly.

A worthwhile range of community links enriches children's learning experiences. For example, regular walks around the town and the local park enable children to gain a valuable understanding of daily life and work within their locality and to feel part of their community.

Resource management: Good

The owner and leader manages practitioners and resources efficiently to ensure that the setting has staff that are suitably qualified and experienced to work with young children. Good use is made of practitioners' individual skills and expertise and this is improving provision and raising children's outcomes successfully.

All practitioners have up-to-date information about recent developments in the Foundation Phase. For example, they are beginning to use the Foundation Phase Profile to assess children's progress and to inform future planning successfully.

The owner allocates funds according to the setting's priorities for improvement and provides a range of good quality resources which meet children's learning needs effectively. However, arrangements to manage and monitor expenditure are not always systematic enough. The setting's systems for evaluating the impact of expenditure on the standards that children achieve are also at an early stage of development.

As a result of the good standards children achieve, the strong teaching, and high quality care, support and guidance, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 2

The inspection team

Susan Davies	Reporting Inspector
Vanessa Bowen	Team Inspector

Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.wales)

Glossary of terms

Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnerships conditions of registration.</p>
Foundation Phase	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.